



unleash the xPotential

May 27, 2009

# **Empowering Public Education Through Online Learning**

**Peter Stewart**

**Curtis Johnson**

# Agenda



- Introduction
- Curtis Johnson, Author
  - Curtis has written a business style book about the education market and will describe how the category is going through a disruptive period
- Peter Stewart, K12
  - Peter will discuss how a leading education company is working through these disruptions and finding opportunities to foster the evolution of education
- Discussion/Q&A

# Does your district or school offer an online learning program?



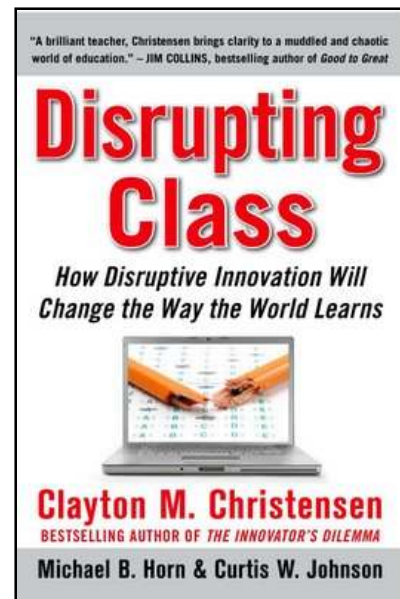
- A. We currently offer a full-time program for our students
- B. We currently offer a few online courses for our students
- C. We will implement an online learning program in Fall 2009
- D. We are exploring online learning programs for implementation in the next 6-12 months
- E. I am not associated with a school or district

# Have you read *Disrupting Class*?



A. Yes

B. No



# Empowering Public Education Through Online Learning



## **Peter Stewart**

Senior Vice President of School Development, K12 Inc.

Peter works with parents, teachers, community groups, school districts, school boards, departments of education, and policy makers to start new high-tech schools that use the K<sup>12</sup> academic program. Formerly a head of school, a teacher, a principal, and a curriculum director, Peter has experience with urban, rural, and international schools.



## **Curtis Johnson**

Managing Partner, Education Evolving and Co-Author, *Disrupting Class*

A long-time writer of public policy issues, Curt has written several books and hundreds of feature length articles. He's also been the head of a citizen think tank, a policy adviser and chief of staff to a Minnesota governor, a teacher and a community college president.



"A brilliant teacher, Christensen brings clarity to a muddled and chaotic world of education." – JIM COLLINS, bestselling author of *Good to Great*

# Disrupting Class

*How Disruptive Innovation Will Change the Way the World Learns*

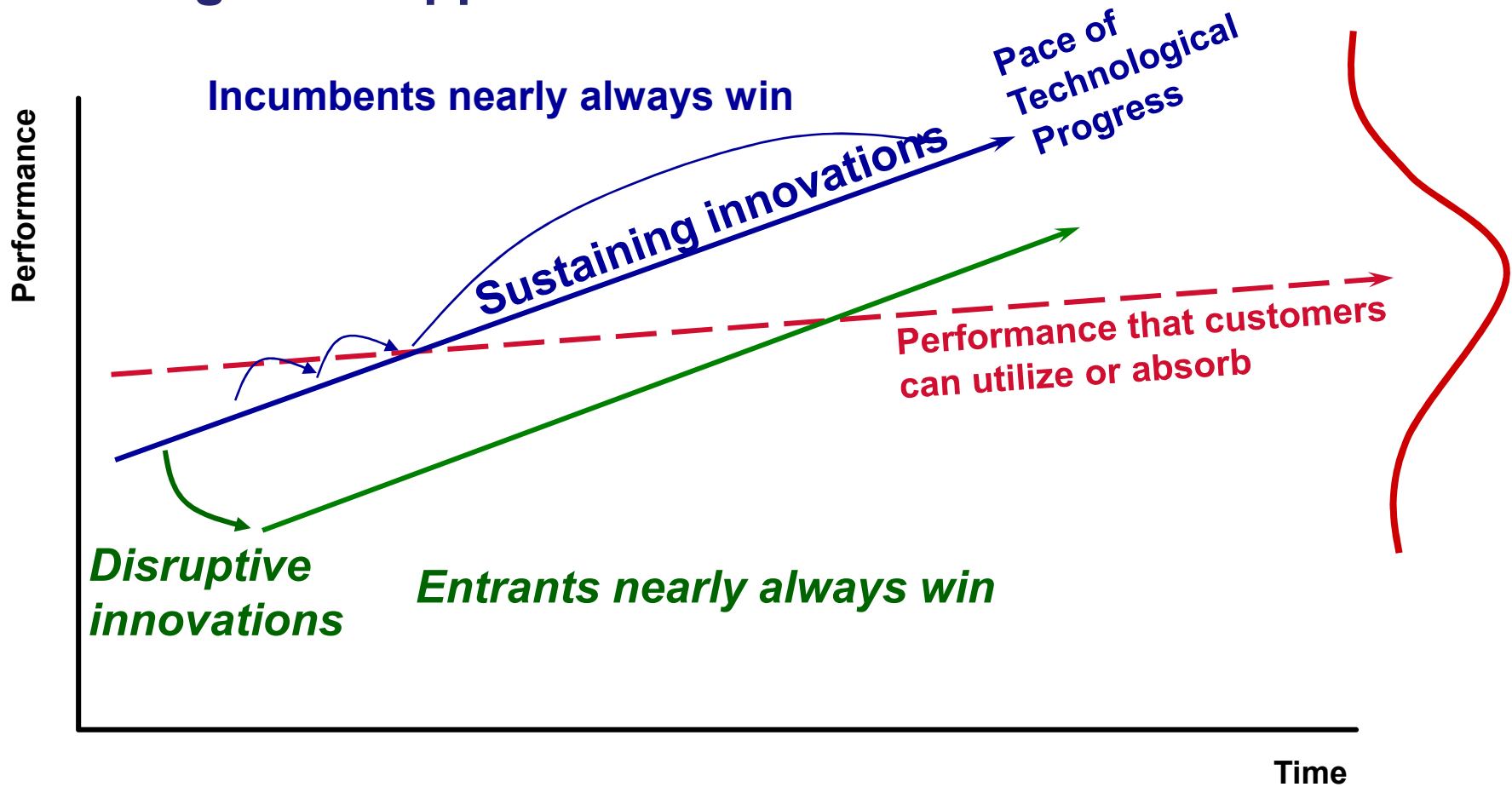


**Clayton M. Christensen**  
BESTSELLING AUTHOR OF *THE INNOVATOR'S DILEMMA*

**Michael B. Horn & Curtis W. Johnson**

# Disruptive Technologies:

A driver of leadership failure and the source of new growth opportunities



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# Disruption in business models has been the dominant historical mechanism for making things more affordable and accessible



## Yesterday

- Ford
- Dept. Stores
- Digital Eqpt.
- Delta
- JP Morgan
- Xerox
- IBM
- Cullinet
- AT&T
- Dillon, Read
- Sony DiskMan

## Today

- Toyota
- Wal-Mart
- Dell
- Southwest Airlines
- Fidelity
- Canon
- Microsoft
- Oracle
- Cingular
- Merrill Lynch
- Apple iPod

## Tomorrow

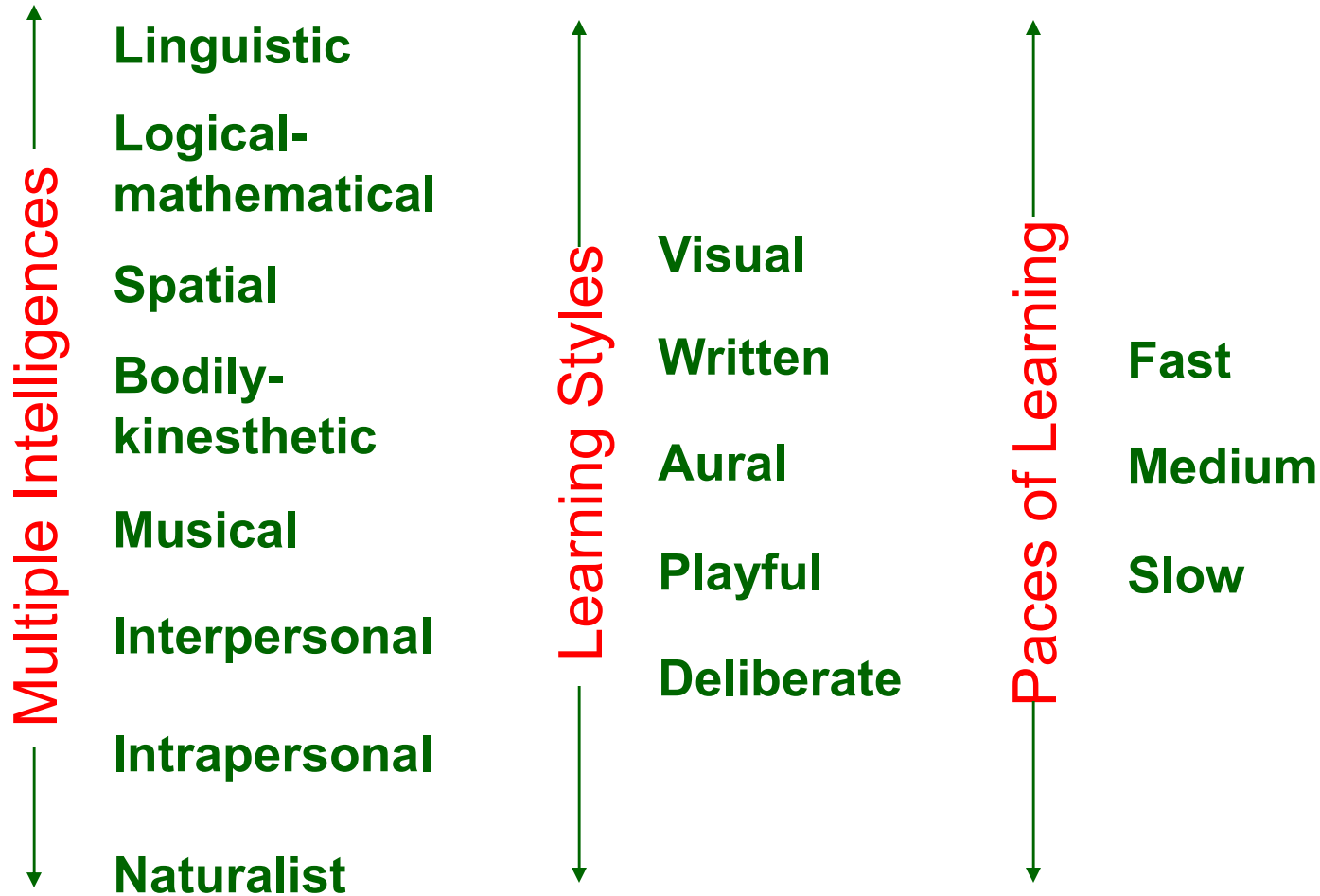
- Chery
- Internet Retail
- RIM Blackberry
- Air taxis
- ETFs
- Zink
- Linux
- Salesforce.com
- Skype
- E-Trade
- Cell Phones

# Schools are challenged to change



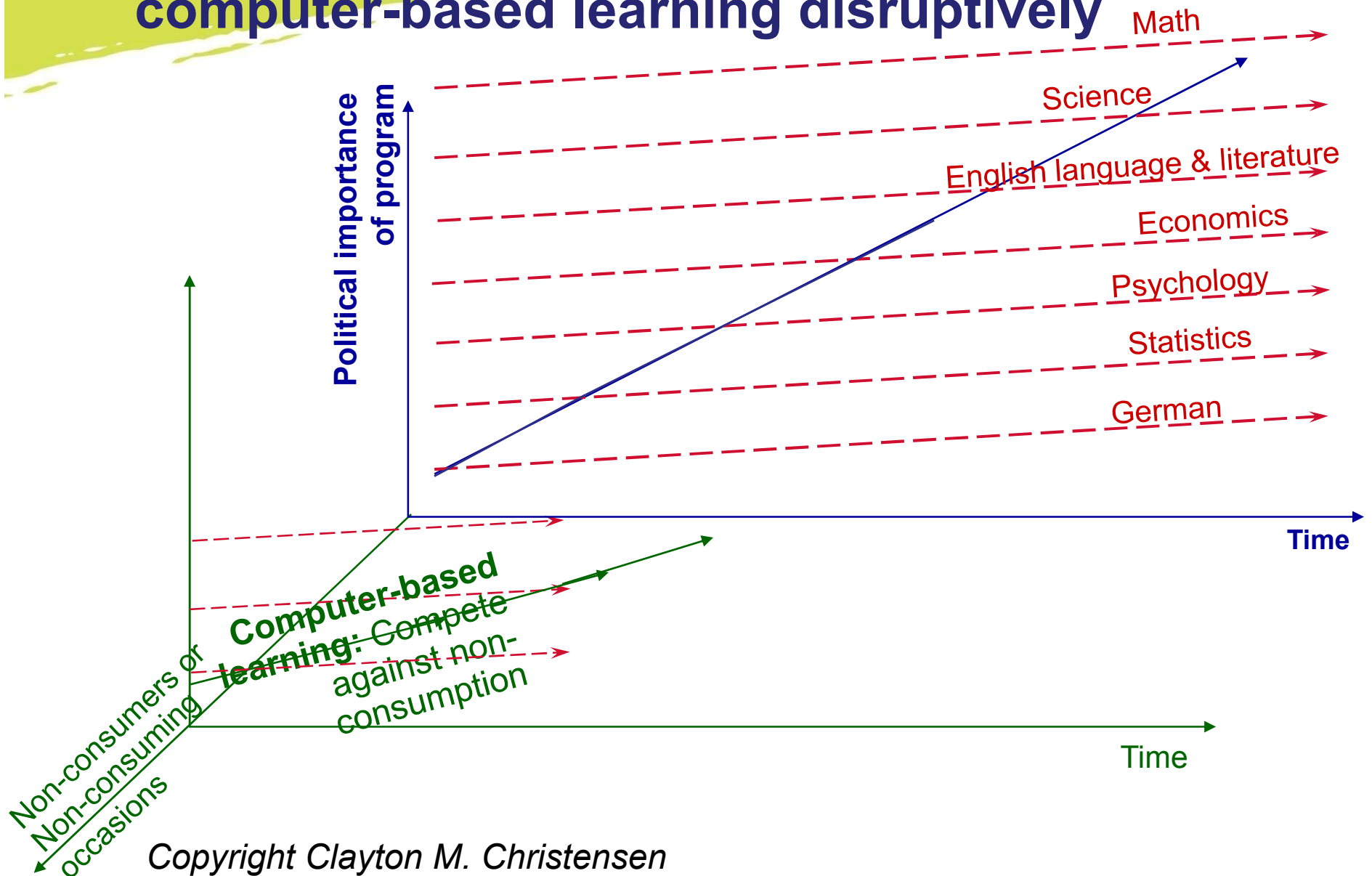
<b>Worn Out Assumptions</b>	<b>Emerging Realities</b>
Knowledge scarce, hard to access	Knowledge readily available
Subjects – courses – sequence	Multi-dimensional learning
Improvement by command	Crucial role of motivation
Students learn same way/same time	Kids more different than ever
Standardization – batch processing	Radical personalization

# We all learn differently



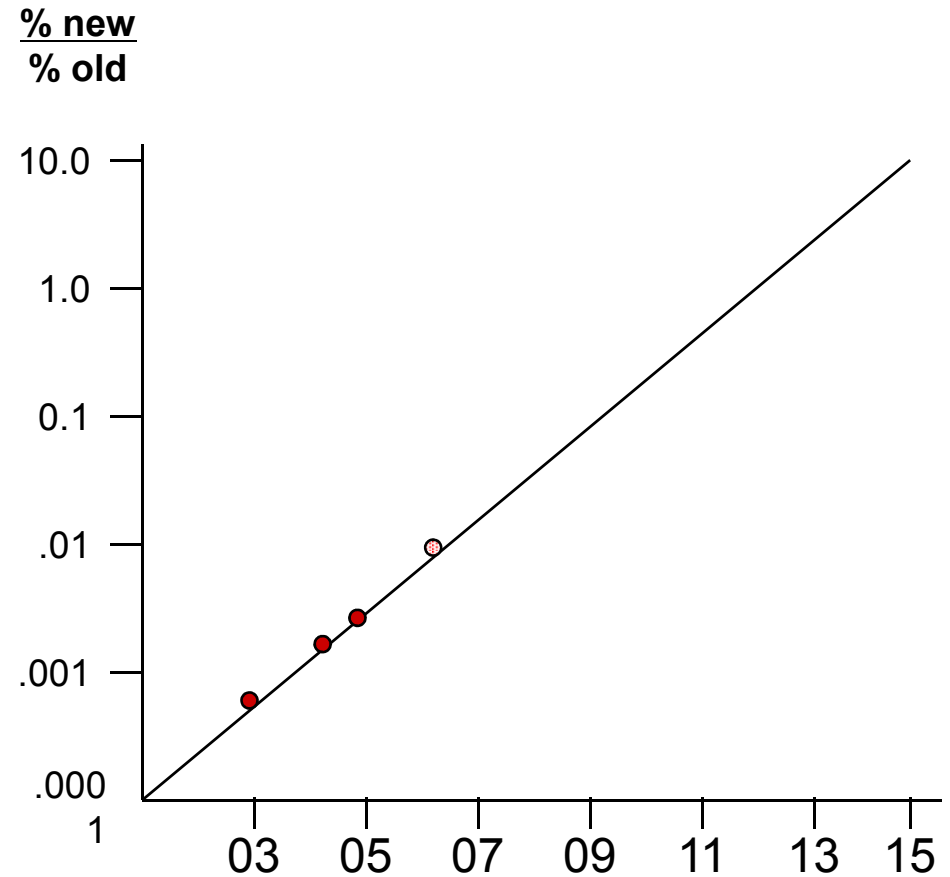
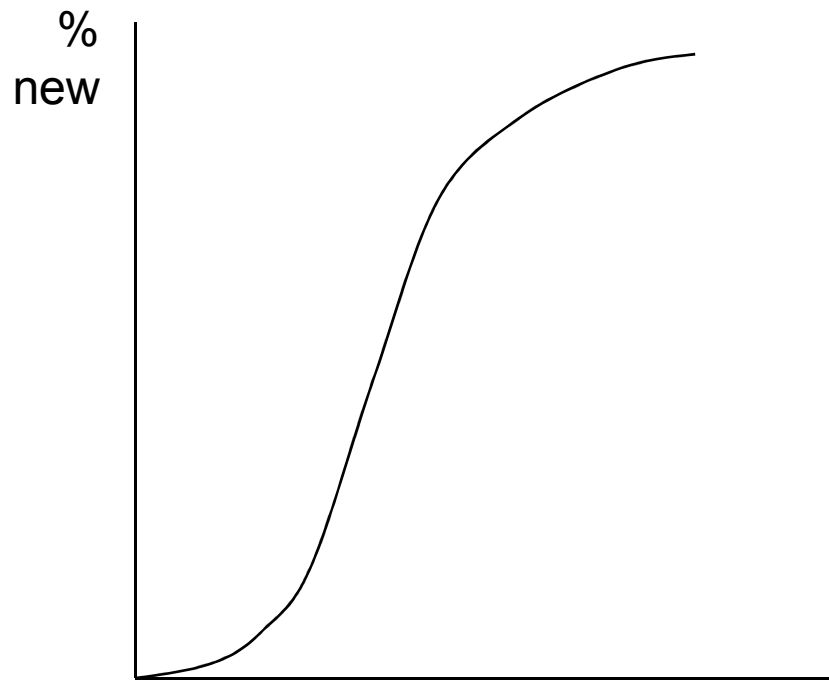
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# Perfect opportunity to implement computer-based learning disruptively



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# The substitution of one thing for another always follows an S-curve pattern



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## **K<sup>12</sup>'s Products and Services:**

**“Everything you need to provide a child with a world-class education, anytime, anywhere!”**



- Engaging lessons, in every core subject, on every day of every week – K-12
- Thorough online and off-line curriculum augmented with multi-media, flash and video/audio clips, Internet links, and educational games
- Training materials closely integrated with the instructional materials, whether for classroom or home
- Initial and ongoing assessments to get children in at the right place, and ensure mastery
- Services to simplify planning and progress tracking
- 55,000+ students
- 1,500+ teachers
- 15,000+ hours of instruction, K-12

## Guiding principles from cognitive science and rich experience



- Use “tried and true” educational approaches for Instruction
- Use technology *appropriately* for learning
- Build objectives based on “Big Ideas” supported by rich content
- To ensure mastery, assess every objective
- Vary the correct level, pace, and hours spent on each objective for each child
- Expect and provide for more effort for important, hard objectives

# Leads to engaging, compelling, cognitive-science driven learning media...



Course Home Page - Mozilla Firefox  
http://k12highschools.com/ec/crs/default.learn?CourseID=31091076&CPURL=k12highschools.com&Survey=0647=43191496&ClientNodeID=4058196&courseNav=0&bhcp=1

SCI303B: Chemistry  
Instructor: Teacher1 VHS-Demo, Corey #lander

Course | Gradebook | Doc Sharing | Dropbox

SCI303B: Chemistry\_ | Unit 1: States of Matter | Lesson 3: Boyle's Law | Explore

Course Home  
Syllabus  
Calendar  
Teacher Contact Information  
Course Help  
Grading Information  
ClassConnect  
Course Feedback

Unit 1  
Raise Your Hand  
1.00 Unit 1 Resources  
1.01 Semester Introduction  
1.02 The Behavior of Gases  
1.02 Quiz  
1.03 Boyle's Law  
1.03 Quiz  
1.04 Charles's Law  
1.04 Quiz  
1.05 Gay-Lussac's Law  
1.05 Quiz  
1.06 Lab: Gas Laws 1  
1.07 Lab: Gas Laws 2  
1.08 Your Choice  
1.09 Mid-Unit Test: Part 1  
1.09 Mid-Unit Test: Part 2  
1.10 The Ideal Gas Law  
1.10 Quiz  
1.11 Absolute Zero  
1.11 Quiz  
1.12 Dalton's Law  
1.12 Quiz  
1.13 Graham's Law of Effusion  
1.13 Quiz  
1.14 Phase Diagrams  
1.14 Quiz  
1.15 Properties of Liquids  
1.15 Quiz

Exit Course | Logout

Done

Gas Labs: Boyle - Mozilla Firefox  
http://k12highschools.com/ec/pub/k12Content/Courses/studentScreenPopup.html?\_\_actionName=viewStudentScreen&undefined&studentScreenTitle=Gas%20Labs%20Boyle&studentScreenSubjectID=286

### Gas Labs: Boyle

What happens to gas molecules

Boyle didn't know about atoms—or We do, so let's look at a cylinder w perspective.

You will note that the relationship b inverse relationship. As one increa

The cylinder contains a fixed amou temperature. At any given pressure fact, the number of collisions of gas cylinder causes the pressure that y

Now add weight or press down on smaller until the pressure inside ma molecules are squeezed closer tog more collisions now than before, so

The simulation interface shows a cylinder with a piston and weights. A graph plots Pressure (Pa) vs Volume (L) with a downward-sloping curve. A digital display shows 159.8 Pa. A periodic table is visible in the background.

Lab view | Particle view

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Lesson Resources

Go to page 5 Go 5 of 14

# ...and useful tools to keep learning on-track



http://online.k12.com/login/login.html?keyCode=09C9C9M93H9M929U91-897-L-891---E92F9H929M9G9--H9899-H9L-U9--W-4-M9N9C909

Bror Student: 4th Grade OLS Home **Planning & Progress** Print Help Feedback Log-Out k<sup>12</sup>

Plan Lesson Lists Progress Attendance

Day View  Week View Change Date Schedule Set-Up Advance Preparation

Show Materials

Tue 05/26/09	Wed 05/27/09	Thu 05/28/09	Fri 05/29/09	Sat 05/30/09
<input type="checkbox"/> <b>Math 4</b> <input checked="" type="checkbox"/> <a href="#">1:6 Making Change</a> <input type="checkbox"/> <b>California Math 4</b> <input type="checkbox"/> <a href="#">4 Comparing and Ordering Whole Numbers</a> <input type="checkbox"/> <b>SES Math Level D</b> <input checked="" type="checkbox"/> <a href="#">2 Lesson 2</a> <input type="checkbox"/> <b>Literature 4</b> <input checked="" type="checkbox"/> <a href="#">5 "The Bear Boy"</a> <b>Literature 4</b> <input checked="" type="checkbox"/> <i>Set aside time to read alone and with an adult.</i> <input type="checkbox"/> <b>Language Skills 4</b> <input checked="" type="checkbox"/> <a href="#">GUM   1:4 Working with Subjects and Predicates</a> <input type="checkbox"/> <b>Language Skills 4</b> <input checked="" type="checkbox"/> <a href="#">VOCABULARY   4 (Optional) Lesson 4</a> <input type="checkbox"/> <b>Language Skills 4</b>	<input type="checkbox"/> <b>Math 4</b> <input checked="" type="checkbox"/> <a href="#">1:7 Comparing and Ordering Money</a> <input type="checkbox"/> <b>California Math 4</b> <input type="checkbox"/> <a href="#">5 (Optional) Number Sense: Using a Number Line</a> <input type="checkbox"/> <b>Literature 4</b> <input checked="" type="checkbox"/> <a href="#">6 "The King and His Hawk": Session 1</a> <b>Literature 4</b> <input checked="" type="checkbox"/> <i>Set aside time to read alone and with an adult.</i> <input type="checkbox"/> <b>Language Skills 4</b> <input checked="" type="checkbox"/> <a href="#">GUM   1:5 Working with Direct Objects</a> <input type="checkbox"/> <b>Language Skills 4</b> <input checked="" type="checkbox"/> <a href="#">VOCABULARY   5 Unit 1 Assessment</a> <input type="checkbox"/> <b>Language Skills 4</b>	<input type="checkbox"/> <b>Math 4</b> <input checked="" type="checkbox"/> <a href="#">1:8 Rounding</a> <input type="checkbox"/> <b>California Math 4</b> <input type="checkbox"/> <a href="#">6 Making Change</a> <input type="checkbox"/> <b>SES Math Level D</b> <input checked="" type="checkbox"/> <a href="#">3 Lesson 3</a> <input type="checkbox"/> <b>Literature 4</b> <input checked="" type="checkbox"/> <a href="#">7 "The King and His Hawk": Session 2</a> <b>Literature 4</b> <input checked="" type="checkbox"/> <i>Set aside time to read alone and with an adult.</i> <input type="checkbox"/> <b>Language Skills 4</b> <input checked="" type="checkbox"/> <a href="#">GUM   1:6 Simple Subjects, Simple Predicates and Direct Objects</a> <input type="checkbox"/> <b>Language Skills 4</b> <input checked="" type="checkbox"/> <a href="#">VOCABULARY   1 Lesson 1</a> <input type="checkbox"/> <b>Language Skills 4</b>	<input type="checkbox"/> <b>Math 4</b> <input checked="" type="checkbox"/> <a href="#">1:9 (Optional) Working with Money</a> <input type="checkbox"/> <b>Math 4</b> <input checked="" type="checkbox"/> <a href="#">1:10 Place Value Review and Assessment</a> <input type="checkbox"/> <b>California Math 4</b> <input type="checkbox"/> <a href="#">7 Comparing and Ordering Money</a> <input type="checkbox"/> <b>Literature 4</b> <input checked="" type="checkbox"/> <a href="#">8 "The Green Glass Ball": Session 1</a> <b>Literature 4</b> <input checked="" type="checkbox"/> <i>Set aside time to read alone and with an adult.</i> <input type="checkbox"/> <b>Language Skills 4</b> <input checked="" type="checkbox"/> <a href="#">GUM   1:7 Compound Subjects and Compound Predicates</a>	<input type="checkbox"/> <b>Math 4</b> <input checked="" type="checkbox"/> <a href="#">2:1 (Optional) Addition Properties and Addition Strategies</a>

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# How K12 fits the disruptive model



<b>Characteristic</b>	<b>K12 experience</b>
Inferior to mainstream products and services	Wait until you see 3.0
Appeals only to those not well-served	Indeed – most newcomers looking for a solution to an education problem
Usually ignored if not welcomed	Homeschoolers, G/T, kids with deep hobbies, unusual learners, “picked on” kids – little attention
Gets better	Indeed – rich feedback loops, with fast turn-around allow us to improve every month
Erodes market share/becomes dominant	Hopefully.

# K12 Models



Classroom

Hybrid

Full Time Virtual



North Panola  
Public Schools, MS

Chicago Virtual Charter  
School, IL

Lawrence, KS

Draper Elementary, DC

Single Course Sales  
(powerspeak<sup>12</sup>, G&T,  
Teen Parents, Career  
Tech, Summer School)

Florida Virtual Academy

# What obstacles do you face in implementing an online learning program?



- A. Curriculum: We can't create the content, and we're not sure which resources are available/superior.
- B. Cost: How will we fund this?
- C. Systems Architecture: We don't have the administrative system in place to ensure a great program.
- D. Support: If we implement a program, what ongoing support will we have (e.g. Teacher Training)?
- E. Other



For more information, visit  
[k12.com/educators](http://k12.com/educators)

Or email us at  
[partnerships@k12.com](mailto:partnerships@k12.com)

Purchase *Disrupting Class* at  
[amazon.com](http://amazon.com)

THANK YOU!